



## **Module 1**

### **Unit 10**

#### **Tasks**

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## Module 1

### Unit 10: Legislation

#### Task 1: Multiple choice<sup>1</sup>

##### Question 1

A key international legislative document regarding Media Accessibility is the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD). What does this convention stipulate?

- a) The UNCRPD establishes legally binding minimum standards for the rights of persons with disabilities.
- b) The UNCRPD establishes legally binding minimum standards for the accessibility of media services.
- c) The UNCRPD establishes minimum standards for the rights of persons with disabilities, but they are not legally binding.
- d) The UNCRPD establishes recommendations for the improvement of the accessibility of Media services for persons with disabilities.

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##### Question 2

There are two main legislative frameworks on the European level, namely the European Accessibility Act and the Audiovisual Media Services Directive (AVMSD). Which of the following statements is true?

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<sup>1</sup> The responses are based on the ADLAB PRO core videos. Only one answer is correct.

- a) The AVMSD improves the functioning of the European market for accessible products and services, by removing barriers created by divergent legislation.
- b) The Accessibility Act improves the functioning of the European market for accessible products and services, by removing barriers created by divergent legislation.
- c) The AVMSD improves the functioning of the European market for accessible media products and services in particular.
- d) The Accessibility Act encourages media service providers of all Member States to ensure that their services are gradually made accessible to people with a visual or hearing disability.

### Question 3

The European accessibility legislation is applied differently in the EU Member States. We can broadly distinguish three types of measures: National/local laws, sector-driven laws and specific regulations for a given sector, such as the performing arts. Which of the following statements is true?

- a) All member states have developed national laws concerning media accessibility.
- b) Sector-driven laws are the most common types of legislation and are mandatory for all EU member states.
- c) Specific regulations for a given sector, such as the performing arts, have so far only been implemented in Flanders in Belgium.
- d) Most countries have implemented the above three types of regulations, but not in equal measure.

## Question 4

The varying ways in which EU member states have implemented accessibility legislation has created a lot of fragmentation in terms of media accessibility across EU regions. What are the main causes of this fragmentation?

- a) Not all EU member states have implemented local legislation simultaneously, but it will only take a few years before the fragmentation is streamlined.
- b) While different EU member states all demand the same volume of accessible media services with audio description, each member state applies a different level of enforceability.
- c) While all member states have implemented accessibility legislation equally, the requirements in terms of volume and enforceability differ from one sector to the next (e.g. performing arts versus film).
- d) The implementation of accessibility legislation in EU member states differs both in terms of the volume of AD required, the level of enforceability and the region to which it applies.



## Question 5

Describers must be aware of legal requirements regarding authorship and copyright, but the legislative framework for this issue is unclear.

Which of the following statements is NOT true.

- a) An AD producer should require permission to describe an audiovisual product of the owner of the copyright to the film (or series).
- b) If the AD will be distributed in a non-commercial context, permission to the owner of the copyright to the film is also required, although it is free of charge.
- c) Audio describers have authorship to their work and permission should be required if producers want to use or distribute their AD.
- d) It is the AD production company who is responsible for requiring copyright permission of the owner of the copyright to the film (or series), and who transfers the copyright permission to the audio describers when they start working on their script.

## Module 1

### Unit 10: Legislation

#### Task 2

##### Aim(s):

- Learners can find relevant international and European AD legislation.

**Grouping:** individual.

**Approximate timing:** 30 minutes.

##### Material and preparation needed:

- Internet connection.

##### Development:

1. Learners perform a web search and make a list of international/European legislation for audio description.

##### Additional comments:

The following resource can be consulted: <http://www.mapaccess.org>.

## Module 1

### Unit 10: Legislation

#### Task 3

##### Aim(s):

- Learners can research whether and how international and European legislation is implemented in their national context.

**Grouping:** individual.

**Approximate timing:** 60 minutes.

##### Material and preparation needed:

- Results from Task 2.
- Internet connection.

##### Development:

1. Learners research to what extent the international and European legislation from Task 2 in Unit 10 of Module 1 has been implemented in their country and identify the legislative framework that is applicable in their country.
2. Learners write a report or present their findings in a class discussion.
3. Class discussion based on the results of their tasks and guided by the following questions:
  - a. What is/has been the impact of local legislation on the provision of AD in your region in different sectors, e.g. media versus culture or sports?



- b. What can be improved in terms of the legislative framework available in your country?
- c. How can these improvements be realised? What organisations in your country are lobbying for accessibility?

**Additional comments:**

The following resource can be consulted: <http://www.mapaccess.org>.



## Module 1

### Unit 10: Legislation

#### Task 4

##### Aim(s):

- Learners can research whether and how international and European legislation is implemented in their national context.
- Learners can find relevant international and European AD legislation.

**Grouping:** individual.

**Approximate timing:** 60 minutes.

##### Material and preparation needed:

- Internet connection: <http://www.mapaccess.org>

##### Development:

1. Learners select one country or region in the AccessoMeter of the MapAccess initiative.
2. They analyse existing legislation: is there a local implementation of AD legislation? Are quota imposed? Is funding provided? Are norms binding? Etc.
3. Learners compare the results to the situation in their own country, based on the results of Task 3.
4. Learners write their findings down in a report, or report them in a class discussion.

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